**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 1.MD.2**  **The Envision Lesson: 14-3 Problem Solving: Using Reasoning** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | FEWER – a review |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Review 5 skills from previous lessons.  Explain that today we will be measuring objects to determine which one takes the fewer amount of cubes. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   **Marzano Vocabulary Strategy**  Day 1:   * “This is the word **fewer**.” * “Say it three times with me, **fewer, fewer, fewer**.” * “Turn to your neighbor and tell your neighbor what you think it is.” * “Let me show you some examples of this word.”   + Teacher models using balls. “I have one ball in this hand. One ball in the other hand. In which hand do I have fewer?”   + Model using jump ropes. “I have 3 jump ropes on this arm. I have 5 jump ropes on this arm. On which arm do I have fewer or less?” * “Let me show you some non-examples:   + “I have 9 in this hand and 3 in this hand. The 9 is not the fewer number.   + “If I have 5 jump ropes and 2 over here. The 5 is not the fewer number.” * “Does that help clear up your ideas?” * “Turn to another neighbor and tell them what you think it is now that you have this new information.” * “Someone share what they think the definition is with the whole class.” * Teacher records the definition in the student’s words. * All students record the definition in their journal.   Day 2:   * Tell a neighbor what FEWER OR LESS means from yesterday. * Show your neighbor using something from your desk what FEWER means. * Write the defintion in your math journal again, adding a picture. * With a partner, use both hands, to create an action that will help us remember this word.   Day 3:   * Draw a new picture of the meaning of FEWER OR LESS in your journal * Explain what the words mean using talking bubbles, as if someone were explaining the word to someone else. (How would you explain FEWER to your parent?)   Day 4:   * Tour the room looking at everyone else’s journals to see what they have drawn and explained. * Add related words and extra pictures to your journal.   Day 5:   * Get together with your table group and discuss what FEWER OR LESS means. Work together to answer any questions that your tablemates may still have about the word. * Review the new learning with the class as a whole.   Day 6:   * Play game – Matching – match the word to the vocabulary picture card. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Materials: unifix cubes and various object in the child’s desk and around the room  Model and Guided Practice:   * Demonstrate how to measure your own pointer finger. Then have the students measure theirs. * Demonstrate how to measure your pencil. Then have the students measure theirs.   Independent Practice:   * Brainstorm a list of things in the classroom that we can measure with our unifix cubes. * Students partner up and go measure things from the list in the given amount of time.   Group Discussion:   * Which of these two items used the fewer cubes: \_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_? * How did you know? * Someone come convince the class. * Does anyone have a different answer? * Keep cycling through these questions until you can get an agreed upon answer for this set of object, then choose two new things to compare.   + How many fewer unifix cubes did it take to measure \_\_\_\_\_\_\_ than \_\_\_\_\_\_\_? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Materials: pencil, paper, objects, unifix cubes  Model and Guided Practice:   * Demonstrate how to measure an object and draw the picture to show how it was correctly measured (make sure both ends of the unifix cubes match the end points of the object). Explain how you measured the object and why you believe that you measured it correctly. Add a non-example to make sure the kids truly understand on another object. Discuss why that is not correct. Discuss which of the two objects used fewer cubes to measure it. * May need to brainstorm additional objects to measure.   Independent Practice:   * Find a new buddy. Measure something new on our brainstormed list of things to measure. Draw a picture to show how you measured that object. Explain to your partner why you measured it that way. Make sure you both agree that it was measured correctly. * Continue measuring, drawing, comparing, and discussing measured objects for the remainder of the time. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   * Students take two objects from their desks. Write which object they predict will take the fewer cubes to measure. * They measure them with unifix cubes. They draw a picture of what it looked like while they were measuring each object. They write about which object required the fewer number of cubes and how they know that is the answer. * Option: Do student workbook page 404-405. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| * Use the Independent Practice activity for the assessment. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| * Continue to measure other things and record which took the fewest to measure. | |
| **HOMEWORK** | |
| * Using your own show, how many shoes long is your couch, table, bed, chair, brother/sister, mom/dad, etc. * Explain to the parent which object required the fewest shoes to measure. | |